

HISTORY

- National Curriculum
- Projects and Beacons



“Learn. Believe. Achieve.”

*Resilient, Persistent, Self-Motivated, Creative
Risk Takers, Good Citizens, Entrepreneurial*

| KS1 National Curriculum | KS2 National Curriculum |
|--|---|
| <p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> • Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. • They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. • They should use a wide vocabulary of everyday historical terms. • They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods • significant historical events, people and places in their own locality | <p>Historical Enquiry Skills:</p> <ul style="list-style-type: none"> • Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. • They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. • They should understand how our knowledge of the past is constructed from a range of sources. <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes in Britain from the stone age to the iron age • The Roman Empire and its’ impact on Britain • Britain’s Settlement by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor • A local history study • A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066 • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. |

History Curriculum Statement of Intent:

History is brought to life in our classrooms through inspiring projects that are focused around aspirational figures from our past and present; we aim for our children to understand their place in history and recognise their own role in shaping the future. We have high ambition for our children to become confident historians who can transfer their skills to the wider world.

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| EFYS | <u>The World</u> Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants, and explain why some things occur and talk about changes | | <u>People and Communities</u> Children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others and among families, communities and traditions. | <u>Aspirational Figures</u> People are at the heart of all our history learning. We explore the influence of significant and inspirational people through every project. |
|--------|--|---|---|--|
| Year 1 | <u>Our Town Project</u> Provide opportunity for pupils to explore changes within living memory and significant historical events, people and places in their own locality (eg) museum trip/interesting visitor | <u>Inspiring Person Project</u> Provide opportunity for pupils to explore a significant individual who has contributed to NATIONAL achievements | <u>Remarkable Event Project</u> Provide opportunity for pupils to explore significant historical events beyond living memory | Our children: - engage with a range of figures from our local community to help them understand their own role in history - are inspired by people who work as historians in a variety of aspirational roles - explore history through aspirational and influential figures from our past |
| Year 2 | <u>My Country Project</u> Provide opportunity for pupils to explore changes within living memory and aspects of change in national life | <u>Famous Person Project</u> Provide opportunity for pupils to explore a significant individual who has contributed to INTERNATIONAL achievements | <u>Famous Event Project</u> Provide opportunity for pupils to explore significant historical events beyond living memory | |
| Year 3 | <u>Archaeology Project</u> Provide opportunity for pupils to carry out a local history study (eg) archaeological dig/Verulamium trip/visit from an archaeologist | <u>Prehistoric Project</u> Provide opportunity for pupils to explore changes in Britain from the Stone Age to the Iron Age | <u>Roman Invasion Project</u> Provide opportunity for pupils to explore the Roman Empire and its' impact on Britain | |
| Year 4 | <u>Stevenage Project</u> Provide opportunity for pupils to carry out a local history study (eg) build a scale model of then and now/visit from local community warden/museum | <u>Revolution Project</u> Provide opportunity for pupils to study an aspect or theme in British history that extends beyond 1066 – focus on a revolutionary person (eg) Louis Pasteur and pasteurisation/Florence Nightingale and nursing/James Watt and the steam engine etc. | <u>Invaders Project</u> Provide opportunity for pupils to explore Britain's settlement by Anglo-Saxons and Scots and the Viking and Anglo-Saxon struggle for the Kingdom of England | |
| Year 5 | <u>Re-imagining Stevenage Project</u> Provide opportunity for pupils to carry out a local history study focusing on future development (eg) the past, present and future of our town/trip to Stevenage council chambers | <u>Groovy Greeks Project</u> Provide opportunity for pupils to study Greek life and achievements and their influence on the western world through one or more significant figures from Ancient Greece | <u>Lost Civilisations Project</u> Provide opportunity for pupils to explore the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China | |
| Year 6 | <u>Archaeologist Project</u> Provide opportunity for pupils to carry out a local history study focusing on how our knowledge of the past is constructed from a range of sources (eg) archaeological dig/local area trip/visit from an archaeologist/museum trip | <u>Remembrance Project</u> Provide opportunity for pupils to study an aspect or theme in British history that extends beyond 1066 – focus on significant person from WWI and/or WWII | <u>Advanced Civilisations Project</u> Provide opportunity for pupils to study a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. | |

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| | Key Skills and Knowledge | | |
|-----------|---|---|---|
| | Beacon 1 | Beacon 2 | Beacon 3 |
| Knowledge | <ul style="list-style-type: none"> • Name a significant figure • Name a historical event • Describe some changes in the local area • Recall key facts about a figure or event | <ul style="list-style-type: none"> • Recall key facts about a significant person, including accurate dates • Recall key facts about a significant event, including accurate dates | <ul style="list-style-type: none"> • Recall key facts about a significant person, including accurate dates • Recall key facts about a significant event, including accurate dates |
| | Understand the following key vocabulary: | Understand the following key vocabulary: | Understand the following key vocabulary: |
| | <p>Passing of Time Vocabulary: Long ago, older, newer, then, now etc.</p> <p>Measuring Time Vocabulary: Year, Month, Day, yesterday, today, next week etc.</p> <p>Timeline Change Local</p> | <p>Passing of Time Vocabulary: past, present</p> <p>Measuring Time Vocabulary: Decade, Century, AD, BC</p> <p>Source Agriculture Archaeology Artefact</p> <p>Bronze Age Iron Age Dark Age Stone Age Chronology Empire Invasion Settlement Prehistory Revolution Evidence</p> | <p>Measuring Time Vocabulary: Era, Period</p> <p>Ancient Civilisations Democracy Interpretation Primary evidence Secondary evidence Significance Influence</p> |
| Skills | <ul style="list-style-type: none"> • Use a timeline to order events • Identify similarities and differences between ways of life in different periods • Use a range of sources to describe events and people • Use your own words to describe events or figures | <ul style="list-style-type: none"> • Use dates to create a timeline • Ask and answer questions about similarities and differences in different periods/locations • To use and compare more than one source to describe events and people • Use dates to describe events and significant figures in your own words | <ul style="list-style-type: none"> • Create timelines that include detailed information • Consider the significance of similarities and differences in different periods/locations • Evaluate the validity of a range of sources when describing an event or person • Include opinion when describing historical events and significant figures in your own words • Refer to sources to describe events or significant figures in your own words |